

## **Annotated Bibliography of Resources on Education in Pastoralist Communities**

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This annotated bibliography was prepared for the Education for Marginalized Children in Kenya project (EMACK). EMACK is a USAID-funded initiative of the EQUIP1 consortium and is implemented by the Aga Khan Foundation and the American Institutes for Research (associate award number **GDG-A-00-03-00006-00**). The project's broad goal is to improve educational opportunities for marginalized populations in Kenya and will include activities to strengthen effective educational delivery to pastoral communities in the North Eastern Province of Kenya. This bibliography is a first attempt to investigate the nature and implementation of education programs designed for pastoral communities in East Africa and identify effective practices.

The preponderance of literature available on education in pastoral communities appears to be focused on experiences in Nigeria and Sudan. However, given the geographic proximity and cultural similarity of these communities to Kenyan pastoralists, lessons are still important for the Kenyan context. Most of the sources are academic papers on pastoralist education, downloaded from university websites. Some are papers presented at conferences held on behalf of pastoral communities. There are several reports and analyses from organization websites, such as OXFAM, Save the Children Fund and Department for International Development. In addition, this bibliography also includes short articles, newsletters and summary evaluations of pastoralist education projects.

### **“Access to Quality Education in Kenya: A case-study taken from Oxfam’s 2004 Programme Impact Report.**

(This report summarizes the impact of Oxfam Programme on the changing education policies of Kenya.)

**Aikman, Sheila and Haj, Hanan el. “Mobile Education in Darfur, Western Sudan.”**  
<http://www.oxfam.org/> December 9, 2003.

(The article briefly discusses the advantages and pitfalls of the mobile school model in western Sudan.)

**Aliyu, [Alhaji](#) Ardo. “Nomadic Education in Nigeria: Strategic Direction for Improving Education Access for Nomads, Pastoralists and Migrants.” A Report on the Analysis of Study Conducted on National Education Bodies and Livestock Departments. December 2001.**

(The report analyzes the data collected from two questionnaires: National Education Bodies, and Agriculture and Livestock Bodies. It shows that the problems of education for pastoralists are not isolated from other problems of their livelihood such as

insufficient grazing reserves, lack of water in the dry season, lack of health care for them and their livestock, etc. The report highlights the major problems pupils have in attending school regularly and suggests possible solutions. It also lists the major initiatives that have been tried elsewhere and the problems associated with them.)

**Doss, Cheryl. “Education in Pastoralist Communities in Kenya.” Paper presented at the Population Association Meetings. May 2003.**

(The paper discusses the challenges faced by pastoral communities as they manage their economic and physical environment and seek to educate their children. In particular, it examines the effect of drought on family behavior and on the educational status of pastoralist children.)

**Emmanuel, Ssewankambo. “Linking the Clients with Service Providers.”**

*Uganda Working Brief Series, United Nations Capital Development Fund (UNCDF).*

(The brief describes the challenges and constraints experienced in trying to develop a good relationship between Karimojong (clients) and the service providers (government, NGOs, and donors). It concludes that in order to improve this relationship, the clients should get involved in non-state institutions and the service providers should reorient themselves with local culture and values of the clients.)

**Ezeomah, Chimah. “Land Tenure Constraints Associated With Some Recent Experiments to Bring Formal Education to Nomadic Fulani in Nigeria.” Pastoral Development Network, Overseas Development Institute, London. 1985.**

(The paper is based on a series of studies conducted by the author on the settlement problems, work roles and educational experiments among nomadic Fulani in Plateau, Bauchi and Kaduna States, Nigeria, from 1982 to 1984. The paper describes the land tenure system in northern Nigeria and the way in which it affects pastoral nomads. It also discusses the Nigerian government’s attempts to educate nomads and concludes that improving land tenure system for nomads is essential for an effective education delivery.)

**Fratkin, Elliot. “Pastoralism: Governance and Development Issues.” *Annual Review of Anthropology*: Vol. 26, p.235. 1997**

(This review examines problems of pastoral governance and development such as population growth, loss of herding lands, out-migration, drought and civil war.)

**Iro, Ismail. “Nomadic Education and Education for Nomadic Fulani.”**  
[http://www.nigerdeltacongress.com/narticles/nomadic\\_education\\_and\\_education\\_.htm](http://www.nigerdeltacongress.com/narticles/nomadic_education_and_education_.htm)

(The article discusses the approaches to nomadic education in Nigeria and explains why they have not been successful. The problems addressed include mobility, lack of funds, irrelevant curriculum and the nomads’ dependence on juvenile labor.)

**Ismail, Ali Mohamed. “Challenges and Opportunities to Nomadic Education: The Sudan and Eritrea Experience.” Abuja Conference, Abuja, Nigeria. January 2002.**

(The paper examines the education opportunities made available for pastoralists in Sudan and Eritrea. The research focused on the views of the two main stakeholders involved –

policymakers and the pastoralists – to ascertain where the problems lay and to suggest solutions.)

**Kratli, Saverio. “Educating Nomadic Herders Out of Poverty?: Culture, Education and Pastoral Livelihood in Turkana and Karamoja.” Institute of Development Studies, University of Sussex, UK 2001.**

(Using the pastoralist communities of Kenya and Uganda as examples, the paper argues that the poverty of pastoral people is more closely linked to the mainstream culture in their country than to their own. It tries to demonstrate that the low enrolment among nomads may be due more to a logical perception of pastoralists that formal schooling will undermine the basis of pastoral livelihood than to factors such as inadequate delivery mechanisms.)

**Kratli, Saverio. “Education Provision to Nomadic Pastoralists: A Literature Paper.” IDS Working Paper 126. Institute of Development Studies, University of Sussex, UK. 2001**

(The paper questions the current rationale for educating the nomads and discusses practical problems of nomadic education such as mobility, poverty, security, staff, language, and cultural problems of child labor, cultural alienation, education for girls and curriculum relevance. A section is devoted to a case study of nomadic education in Mongolia, which was very successful in providing formal education to a largely nomadic population between 1960 and 1990.)

**Licht, Margarita Focas. “Alternative Basic Education for Karamoja (ABEK) – Uganda.” *Enabling Education Network. Newsletter No. 4.***

(This is a brief overview of the achievements of the ABEK program in Uganda.)

**Muhammad, Abdulhamid. “Lesson Learned in Providing Basic Pre-service Teacher Training to Nomadic Pastoral Youths.” IEC/DFID Virtual and Physical Conference: Education for Nomads, Pastoralists and Migrant Fisherfolk. International Extension College (IEC), 2001.**

(The article discusses the pre-service teacher training to nomadic pastoral youths at the Federal College of Education, Yola. It briefly describes the process of the training and highlights the measurable results of the program.)

**Nagel, Tove. “Herders’ Education Should be an End in Itself: A Critique of Kratli’s Paper.” Save the Children Fund (SCF), 2001.**

(The article is critical of Kratli’s paper “Educating Nomads out of Poverty?” for failing to discuss ABEK and the successful involvement of Save the Children Norway in Uganda. It also criticizes Kratli’s paper for seeming to suggest that education that does not alleviate poverty is not worthwhile. The author concludes the article with a description of the ABEK program in Uganda.)

**Sanou, Salina. “Pastoralist Education in Mali and Niger.” <http://www.oxfam.org.uk>**

(The article briefly analyzes Oxfam's Animatrice Model of education delivery to pastoralist children in Mali and Niger. Animatrices are basically facilitators recruited by partners to encourage enrolment in schools, especially for girls.)

**Sanou, Salina. "The Animatrice Model and Pastoralist Schools in Mali: Issues of Gender Sustainability and Curriculum." Oxfam GB. September 16, 2003.**

(The paper presents the Animatrice Model as possible approach to providing gender equitable access to basic education. It also outlines the difference between this model and earlier initiatives tested in the area and tries to demonstrate that this might be the best model for pastoralist education.)

**"Situation Report on Nomadic Education." Prepared by the Department of Programme Development and Extension, National Commission for Nomadic Education, Kaduna, Nigeria.**

(The paper discusses the role of NCNE (National Commission for Nomadic Education) in providing basic education to nomadic peoples in Nigeria. It highlights the achievements and challenges of the Commission and describes its programs for pastoral nomads, such as Academic Support Services Through University Centers, Educational Extension Services and Linkage Relationship for Collaboration and Partnership.)

**Theuss, Marc. "ARED's Paper." <M.Theuss@ids.ac.uk>**

**[http://www.eldis.org/pastoralism/edupast\\_22feb.htm](http://www.eldis.org/pastoralism/edupast_22feb.htm). February 2002.**

(This email summarizes ARED's paper on developing a curriculum design for pastoralists in Senegal. It argues that Senegal needs to rethink its educational system from the bottom up and that education, rather than alienating people from their communities, should help pastoralists make their own decisions by giving them necessary background information.)

**VerEecke, Catherine. "Nigeria's Experiment With a National Programme for Nomadic Education." Center for African Studies, Ohio State University. 1989.**

(The paper examines the Nigerian government's attempt to intervene with development programs for its nomadic peoples. Using Gongola State's Nomadic Education Programme as a case in point, the author argues that nearly all affairs of the nomadic peoples in Nigeria have become the concern of "educationists," who overemphasize nomadic education at the expense of other programs that are more urgently needed to improve the lives of the nomads.)